

Hybrid Master's Degree Gamification and Digital Resources





Hybrid Master's Degree

Gamification and Digital Resources

Modality: Hybrid (Online + Internship)

Duration: 12 months

Certificate: TECH Global University

Credits: 60 + 4 ECTS

Website: www.techtitude.com/us/education/hybrid-master-degree/hybrid-master-degree-gamification-digital-resources

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01

Introduction to the Program

Gamification and the use of Digital Resources have transformed Education, offering innovative tools that enrich the teaching-learning process. According to an article in a global newspaper, gamification incorporates game elements, such as points and rewards, in educational contexts, which increases student motivation and participation, facilitating the understanding of complex concepts and fostering skills such as collaboration and critical thinking. Within this framework, TECH has created a complete program with 100% online theoretical content, available to be accessed from any electronic device with an Internet connection. In addition, it will include a practical period of 3 weeks in one of the most recognized educational centers.



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With this Hybrid Master's Degree, you will be equipped with advanced tools to motivate your students, optimize the use of digital platforms and design more dynamic learning environments”

Gamification and Digital Resources are revolutionizing education, offering powerful tools to increase motivation and improve student learning. In fact, the use of digital technologies, such as interactive educational platforms and personalized applications, allows teachers to adapt learning to the individual needs of each student, promoting their autonomy.

This is how this Hybrid Master's Degree was created, thanks to which teachers will integrate psycho-pedagogical knowledge related to learning assessment, both direct and indirect, helping to solve problems and adapt to new challenges in their professional environment. In addition, the development of self-learning skills will be fostered, maintaining continuous training to improve their work performance and, therefore, the educational quality they can offer.

Likewise, professionals will be able to apply game mechanics effectively in different environments, whether in the classroom or in the business environment, understanding the key differences between ludification and gamification. They will also focus on the application of video games in the classroom, the use of team building techniques, and gamification strategies to foster group cohesion and collaborative learning.

Finally, they will delve into the creation and management of digital content, such as educational videos, gamified tasks and multimedia resources, using innovative tools such as Explain Everything, EdPuzzle and learning platforms such as Moodle or Google Classroom. In this sense, experts will be able to design and organize a digital school, implement gamification strategies to manage teams, and create interactive work and learning environments.

Accordingly, TECH has developed a comprehensive program that will fit perfectly into the professional and personal lives of graduates, organized in two fundamental areas. First, it will offer a 100% online theoretical preparation, based on the revolutionary Relearning methodology, which will enhance understanding through the repetition of key concepts. Next, students will have the opportunity to undergo intensive practical training at a prestigious educational institution.

This **Hybrid Master's Degree in Gamification and Digital Resources** contains the most complete and up-to-date program on the market. Its most notable features are:

- ♦ Development of more than 100 case studies presented by education professionals, experts in Gamification and Digital Resources and university professors with extensive experience in this field
- ♦ Its graphic, schematic and practical contents provide essential information on those disciplines that are indispensable for professional practice
- ♦ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is available from any fixed or portable device with an Internet connection
- ♦ Furthermore, you will be able to carry out a internship in one of the best companies



You will access a complete and updated academic experience in the use of digital tools and innovative methodologies in the educational field. With all the TECH quality guarantees!"

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The internships included in this Hybrid Master's Degree will offer you teachers an immersive experience in the application of gamified strategies in educational and business environments”

In this Master's proposal, of professionalizing character and blended learning modality, the program is aimed at updating Education professionals who develop their functions in educational centers, and who require a high level of qualification. The contents are based on the latest scientific evidence, and oriented in a didactic way to integrate theoretical knowledge into educational practice, and the theoretical-practical elements will facilitate the updating of knowledge and allow decision making in patient management.

Thanks to its multimedia content elaborated with the latest educational technology, they will allow the education professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations. The design of this program is based on Problem-Based Learning, by means of which the student must try to solve the different professional practice situations that arise during the program. For this purpose, students will be assisted by an innovative interactive video system created by renowned experts.

You will delve into the fundamental principles of gamification, differentiating the dynamics and game mechanics that make up this pedagogical approach. What are you waiting for?

You will directly and indirectly evaluate your students' learning, adapting to new pedagogical challenges and applying personal values to improve the quality of the educational service.



02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.



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Study at the largest online university in the world and ensure your professional success. The future begins at TECH”

The world's best online university, according to FORBES

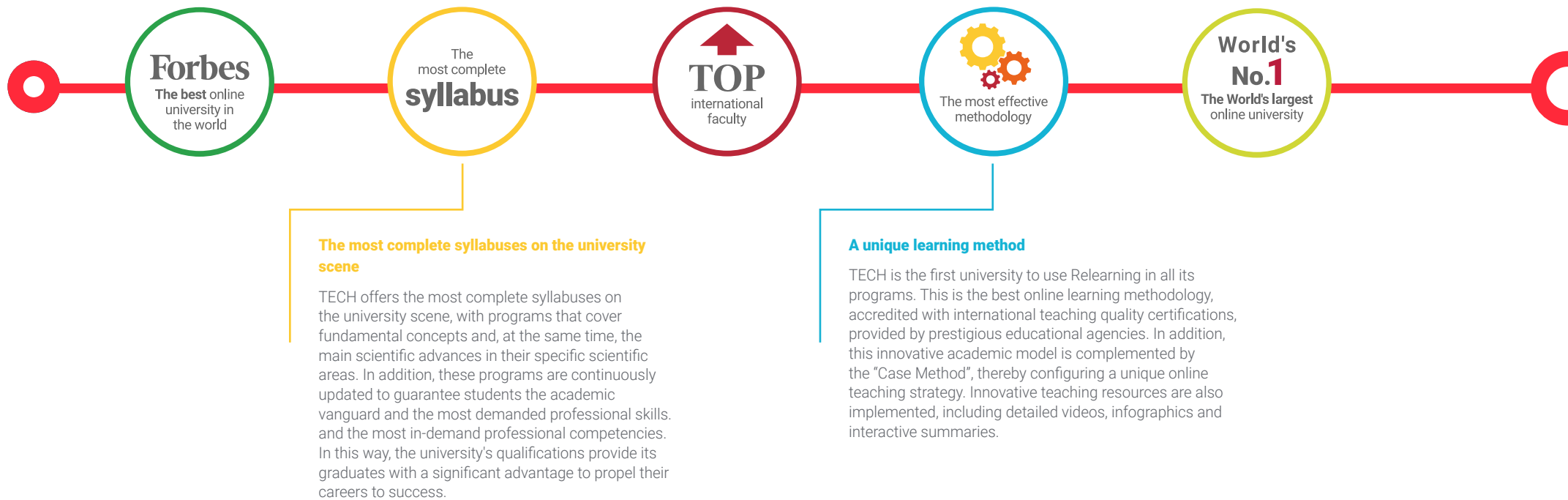
The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.



The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



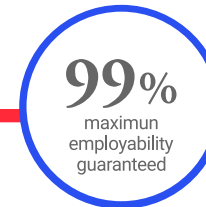
Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



03

Syllabus

Through this program, the psycho-pedagogical foundations of gamification will be analyzed, understanding its dynamics and mechanics, and applying them in various educational and business contexts. In addition, strategies will be developed to manage teams through game dynamics, fostering motivation and collaborative work. It will also include the use of digital tools for the creation of multimedia content, the management of virtual classrooms and the implementation of innovative methodologies such as Game-Based Learning (GBL). Finally, students will be able to design gamification, transform classes into interactive environments and adapt to the demands of the new digital educational paradigm.



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Bet on TECH! You will analyze the types of players and the key factors that define a successful gamified process, applying effective strategies, both in educational and work environments”

Module 1. Positioning the Board: Psychopedagogical Aspects

- 1.1. The Learning Process
 - 1.1.1. The Definition of Learning
 - 1.1.2. The Characteristics of Learning
- 1.2. Cognitive Processes in Learning
 - 1.2.1. Basic Processes
 - 1.2.2. Superior Processes
- 1.3. Cognition and Meta-Cognition in Learning
 - 1.3.1. Cognition in Learning
 - 1.3.2. Meta-Cognition in Learning
- 1.4. Learning Assessment
 - 1.4.1. Direct Assessment
 - 1.4.2. Indirect Assessment
- 1.5. Learning Difficulties
 - 1.5.1. Differences in Ability
 - 1.5.2. Environmental Difficulties
- 1.6. The Role of Games in Development
 - 1.6.1. The Social Role in Games
 - 1.6.2. Therapeutic Games
- 1.7. The Role of Games in Learning
 - 1.7.1. Learning Content
 - 1.7.2. Procedural Learning
- 1.8. Educational Technology
 - 1.8.1. School 4.0
 - 1.8.2. Digital Skills
- 1.9. Technological Difficulties
 - 1.9.1. Access to Technologies
 - 1.9.2. Technological Skills
- 1.10. Technological Resources
 - 1.10.1. Blogs and Forums
 - 1.10.2. YouTube and Wikis

Module 2. Gamification Fundamentals. How to Gamify and Not Die Trying

- 2.1. Gamifying
 - 2.1.1. What Is Gamifying?
 - 2.1.2. What Is It Not?
- 2.2. The Working Brain: Behavior Models
 - 2.2.1. What Do I Do? Behaviorism
 - 2.2.2. Why Do I Behave Like That? Cognitivism
 - 2.2.3. I Need Dopamine! Motivation
- 2.3. Shall We Take a Look at History?
 - 2.3.1. Once Upon a Time... The Game
 - 2.3.2. What's Up, Doc? Games Today
- 2.4. Move, Move, Move... Dynamics
 - 2.4.1. Don't Go There! - Game Restrictions and Limitations
 - 2.4.2. Tell Me a Story: The Narrative
 - 2.4.3. Put Heart into It: Emotions
 - 2.4.4. Getting Older: Player Progress or Evolution
 - 2.4.5. Being Worth It: Status and Recognition
 - 2.4.6. Wow! You Too?: Social Relationships and Interactions
- 2.5. Can't Do without Them... Mechanics!
 - 2.5.1. Go for It!: Challenges and Objectives
 - 2.5.2. Superman: Competition
 - 2.5.3. The League of Extraordinary Gentlemen: Cooperation
 - 2.5.4. How Did I Do? *Feedback*
 - 2.5.5. My Treasureeeee...: Rewards
 - 2.5.6. My Turn!: Taking Turns
- 2.6. Three 'People', One Destiny: Classifying Players
 - 2.6.1. Richard Bartle's Theory: Betting at 4
 - 2.6.2. Andrzej Marczewski's Theory: Raising to 5
 - 2.6.3. Amy Jo Kim's Theory: Leaving It at 4

- 2.7. To What End?
 - 2.7.1. Motivation: You Like Me
 - 2.7.2. Loyalty: Stay with Me
 - 2.7.3. Optimization: If We Did Better
- 2.8. Advantages of Gamification

Module 3. Game Elements and Mechanics

- 3.1. Playing with Concepts and Conceptualizing Games: An Introduction
 - 3.1.1. What Are Game Mechanics?
 - 3.1.2. Basic Concepts
- 3.2. Starting from the Beginning: Basic Mechanics
 - 3.2.1. Game Frameworks
 - 3.2.1.1. Grouping
 - 3.2.1.2. Cooperation and Competition
 - 3.2.2. Time
- 3.3. Chance and You: Randomization Mechanics
 - 3.3.1. Chance as a Resource
 - 3.3.2. Possibility, Probability and Certainty
- 3.4. Together, but Not in Each Other's Pockets: Mechanics and Interaction
 - 3.4.1. Interaction and Non-interaction
 - 3.4.2. The Scope
- 3.5. No Game without This: Interacting with the System
 - 3.5.1. Resources
 - 3.5.2. Space Mechanics
 - 3.5.3. Puzzles and Questions
- 3.6. Without This There is No Game II: Player Interaction
 - 3.6.1. Social Mechanics
 - 3.6.2. The Narrative
- 3.7. From Start to Finish: Reward and Completion Mechanics
 - 3.7.1. Winning Conditions
 - 3.7.2. Comparative Systems
 - 3.7.3. Winning and Losing in Cooperative Games
 - 3.7.4. Combinations

- 3.8. There Is Something Out There: Rewards beyond the Classroom
 - 3.8.1. Classics
 - 3.8.2. Other Forms of Reward
- 3.9. On Unforeseen Obstacles and Unexpected Mistakes: Problems and Difficulties
 - 3.9.1. Were the Games Not Fun?
 - 3.9.2. Chance and Controlling It
 - 3.9.3. Snowballs and Wells
 - 3.9.4. What Time Is It?
 - 3.9.5. The Milkmaid's Tale
 - 3.9.6. Alphas, Betas and Trial Versions

Module 4. Gamification and Game-Based Learning (GBL)

- 4.1. Do You Know What We're Playing?
 - 4.1.1. Differences between Ludification and Gamification
 - 4.1.2. Ludification and Games
 - 4.1.3. History of Games
- 4.2. What Do You Want to Play?
 - 4.2.1. By Their Objectives
 - 4.2.1.1. Competitive Games
 - 4.2.1.2. Collaborative Games
 - 4.2.2. Game Elements
 - 4.2.2.1. Board Games
 - 4.2.2.2. Card Games
 - 4.2.2.3. Dice Games
 - 4.2.2.4. Pencil and Paper (Role)
- 4.3. Our Forefather's Board Games
 - 4.3.1. First Civilizations, First Games
 - 4.3.1.1. *Senet*
 - 4.3.1.2. The Royal Game of Ur
 - 4.3.2. *Mancala*
 - 4.3.3. Chess
 - 4.3.4. *Backgammon*
 - 4.3.5. *Parcheesi*
 - 4.3.6. Goose Game

- 4.4. Who Wants to Be a Millionaire?
 - 4.4.1. The Game of Life
 - 4.4.1.1. *The Mansion of Happiness*
 - 4.4.1.2. *The Checkered Game of Life*
 - 4.4.1.3. *The Game of Life*
 - 4.4.1.4. What Do We Learn from the Game of Life about Values
 - 4.4.2. *Monopoly*
 - 4.4.2.1. *The Landlord's Game*
 - 4.4.2.2. Finance and Others
 - 4.4.2.3. Darrow's Monopoly
 - 4.4.2.4. Patents, Designs and What to Consider in Ludification
 - 4.4.3. *Scrabble*
- 4.5. A Successful Game Has Been Written
 - 4.5.1. *Risk*
 - 4.5.2. *Clue*
 - 4.5.3. Trivial Pursuit
 - 4.5.4. Pictionary
- 4.6. War Games/Wargame and Simulating History
 - 4.6.1. Origin: Avalon Hill
 - 4.6.2. The Maturity of Wargames
 - 4.6.3. The CDG Revolution
 - 4.6.4. Latest Trends in Wargaming
 - 4.6.5. Miniature Wargames
- 4.7. Ring, Pencil and Paper Company
 - 4.7.1. The Beginning
 - 4.7.2. The Golden Age and First Controversies
 - 4.7.3. The Narrative Role
 - 4.7.4. Role-Playing Games in the 21st Century

- 4.8. Once upon a Time in America, Magic, the TCGs and Ameritrash
 - 4.8.1. Magic and the TCG
 - 4.8.1.1. *Magic, The Gathering*
 - 4.8.1.2. Other TCG
 - 4.8.1.3. LCGs
 - 4.8.2. *Ameritrash*
 - 4.8.2.1. Concept
 - 4.8.2.2. Development
 - 4.8.3. Mixing. Hybrid Games
- 4.9. Beyond Cars and Sausages. The Board Game Revolution in Germany
 - 4.9.1. Germany Changes the Rules
 - 4.9.1.1. The German Toy Industry
 - 4.9.1.2. Social Consideration of Games in Germany
 - 4.9.1.3. A Different Type of Game
 - 4.9.2. Eurogames
 - 4.9.2.1. Prehistory
 - 4.9.2.2. The Settlers of Catan
 - 4.9.2.3. Germans Conquering the World
 - 4.9.2.4. The Golden Age of Eurogames
 - 4.9.2.5. Eurogames and Education

Module 5. Gamification in the Company: HR, Marketing and Sales

- 5.1. Gamification in Companies
 - 5.1.1. Why Gamify in Companies?
 - 5.1.2. Gamification Superpowers (+)
 - 5.1.3. Kryptonite in Gamification (-)
- 5.2. Increasing Sales, Why Company Gamification Was Created, Right?
- 5.3. Marketing: the Art of Desire
 - 5.3.1. What's Up?: Communication
 - 5.3.2. I Want a Like!: Social Networks
- 5.4. Gamifying Human Resources
 - 5.4.1. You're Worth It!: Talent Attention, Management and Retention
 - 5.4.2. That's Us!: Consolidating Company Culture
 - 5.4.3. I'm in!: Motivation and Fulfilling Internal Bureaucracy
- 5.5. And Why Not... Creditors!

Module 6. Gamification in Companies II: Team Management

- 6.1. How Do You Play?
 - 6.1.1. General Concepts
 - 6.1.2. Narratives for Joint Gamification
 - 6.1.3. Gamified Task Management
 - 6.1.4. Monitoring Actions
- 6.2. Everybody Plays Here
 - 6.2.1. Motivation through Joint Challenges
 - 6.2.2. Work Itinerary as a Shared Journey
 - 6.2.3. Collaboration in the Digital Village
- 6.3. We're Motivated
 - 6.3.1. Locate the Nodes to Motivate the Entire Network
 - 6.3.2. Transforming Repetitive Tasks into Stimulating Challenges
 - 6.3.3. Transforming the Environment through Joint Actions
 - 6.3.4. How to Make Collaboration a Win-Win for Everyone
 - 6.3.5. Possibilities for Turning a Minuscule Task into a Transformative Task
 - 6.3.6. Informal Settings: Targeted Conversation Using Gamification Strategies
- 6.4. We Have Come Up with a Great Idea
 - 6.4.1. History Evolves with Everyone's Participation
 - 6.4.2. The Narrative Becomes Our Gantt Chart
 - 6.4.3. Work Management through History Management
- 6.5. Running Up the Scorecard
 - 6.5.1. Badges Focused on Management, Not on Awarding
 - 6.5.2. A Power Card Is a Responsibility Card
 - 6.5.3. Strategies for Establishing Channels to Leverage Management Autonomy
- 6.6. I Have Just Switched Screens
 - 6.6.1. Level Concept within Joint Work
 - 6.6.2. Possibilities for Distributing Functions Based a Different Levels
- 6.7. Council of the Wise
 - 6.7.1. A Community that Works Cooperatively Also Learns Cooperatively
 - 6.7.2. How to Link Individual Knowledge from Joint Narratives
 - 6.7.3. Formulas for Sharing Knowledge, Teaching Internally and Motivating Key People
- 6.8. This Team Works because We Are Not Similar in Any Way
 - 6.8.1. Work Roles Based on Game Roles
 - 6.8.2. Features of the Different Roles in Shared Narratives
 - 6.8.3. People Who Generate Stories: Narrative Twists from Individual Contributions
- 6.9. Magician Tricks
 - 6.9.1. Transforming Control Panels into Gamified Scenarios
 - 6.9.2. Online Applications and Gamification Management Apps
 - 6.9.3. Virtual and Physical Environments: Relation and Connection
- 6.10. Let's Count Up
 - 6.10.1. Initial Assessment: Starting Point for Our Story
 - 6.10.2. Process Assessment: Evaluate Narrative Development to Assess Performance and Make Adjustments
 - 6.10.3. Reviewing the Effectiveness
 - 6.10.4. Reviewing Roles as a Formula for Assessing Individual Performance
 - 6.10.5. Assessing Connections between Different Participants and Their Ability to Make the Processes Flow
 - 6.10.6. Evaluating Challenge Fulfillment
 - 6.10.6.1. Final Assessment Assembly
 - 6.10.6.2. Celebrating Success Together
 - 6.10.7. Measurable Results
 - 6.10.7.1. Levels
 - 6.10.7.2. Medals
 - 6.10.7.3. Points

Module 7. How to Organize a Digital School

- 7.1. Before Starting
 - 7.1.1. Education in Digital Society
 - 7.1.2. What Is a Digital School?
- 7.2. The School Institution in Digital Society
 - 7.2.1. The Management Team's Drive
 - 7.2.2. The Fundamental Role of Educators
 - 7.2.3. Families and Schools in Digital Society
- 7.3. Students from iGeneration or Generation Z
 - 7.3.1. Myths and Reality about Digital Natives
 - 7.3.2. Education in Digital Society
 - 7.3.3. M-Learning
 - 7.3.4. The Trojan Horse?
- 7.4. What Does My Center Need?
 - 7.4.1. Educational Philosophy
 - 7.4.2. "He Who Reads Much and Walks Much, Sees Much and Knows Much"
- 7.5. Analyzing before Starting
 - 7.5.1. Priorities
 - 7.5.2. Fundamental Decisions
 - 7.5.2.1. Trolleys or 1:1 Ratio?
 - 7.5.2.2. What Concrete Model Have We Chosen?
 - 7.5.2.3. IDP or Television? Neither of the Two?
 - 7.5.3. Planning
- 7.6. Design as the Key to Implementation
 - 7.6.1. The DEP
 - 7.6.2. What Are Managed Apple IDs?
 - 7.6.3. Device Management Systems
 - 7.6.4. Apple School Manager
 - 7.6.5. Buying in Bulk

- 7.7. The Importance of a Good Foundation: Development
 - 7.7.1. Connectivity
 - 7.7.2. Human: the Educational Community
 - 7.7.3. Organizational
 - 7.7.4. Training
- 7.8. Why Choose an iPad for the Classroom?
 - 7.8.1. Technopedagogical Criteria
 - 7.8.2. Other Considerations
 - 7.8.3. Typical Objections
- 7.9. The Treasure Map
 - 7.9.1. Apple's Office Suite
 - 7.9.1.1. *Pages*
 - 7.9.1.2. *Keynote*
 - 7.9.1.3. *Numbers*
 - 7.9.2. Multimedia Creation Apps
 - 7.9.2.1. iMovie
 - 7.9.2.2. *Garage Band*
 - 7.9.3. The Classroom in the Teacher's Hands
 - 7.9.3.1. Teaching Management: Classroom
 - 7.9.3.2. iTunes U as a Virtual Learning Environment
 - 7.9.4. Swift Playgrounds and LEGO
- 7.10. Assessment and Program Continuity
 - 7.10.1. Untimely Assessment
 - 7.10.2. New Cycle Commitments

Module 8. New Times, New Students

- 8.1. New Times, New Students
 - 8.1.1. Digital Age Learner Virtualities and Limits
 - 8.1.2. PISA as a Benchmark for Current Education
 - 8.1.3. Other Benchmarks for Current Education

- 8.2. Competent but Happy Too
 - 8.2.1. Digital Competence as Transverse Axis Learning
 - 8.2.2. Digital Competence Dimensions
 - 8.2.3. Searching for Happiness on Google, Not to Be Found
- 8.3. Active and Independent Students
 - 8.3.1. Project-Based Learning in the Digital Context
 - 8.3.2. Other Active Methodologies
 - 8.3.3. Independent Learning in the 21st Century
- 8.4. You Can't Do It on Your Own, but with Friends You Can
 - 8.4.1. Key Elements in Cooperative Learning in the Digital Context
 - 8.4.2. Google Suite in Cooperative Learning
- 8.5. Creative and Communicative Students
 - 8.5.1. Digital Narration
 - 8.5.2. Audiovisual Format
 - 8.5.3. *Flipped Classroom*
- 8.6. Are Our Students Sufficiently Stimulated?
 - 8.6.1. Resources to Speak the Same Language as the Students Do
 - 8.6.2. Digital Interactive Whiteboards: Good Practices
 - 8.6.3. To Project or Not to Project, That Is the Question
- 8.7. Enemies of Boredom
 - 8.7.1. Contests and Challenges
 - 8.7.2. Characters, Plots and Powers
- 8.8. Like, Share, Comment
 - 8.8.1. Social Networks
 - 8.8.2. Social Learning Environments and Gamification Platforms
- 8.9. *Giving Feedback*
 - 8.9.1. Skills Evaluation
 - 8.9.2. Self-Assessment and Co-Assessment
 - 8.9.3. Gamified Hetero Assessment
- 8.10. Playable Demos
 - 8.10.1. In the Classroom
 - 8.10.2. At Home
 - 8.10.3. Board Games

Module 9. Teachers in the Digital School

- 9.1. Rethinking Education: Aiming toward 2030 Society
 - 9.1.1. What Education Do We Need in the 21st Century?
 - 9.1.2. Education for Global Citizenship
 - 9.1.3. The Digital Role in School
 - 9.1.4. Challenges and Objectives for the Education of the 21st Century
- 9.2. Teacher Digital Competence
 - 9.2.1. Being Competent in Education
 - 9.2.2. Digital Educational Technology
 - 9.2.3. Distribution Models of ICT to School ICT Distribution Models in Schools
 - 9.2.4. Teacher Digital Competence
- 9.3. Teacher Training in the Digital School
 - 9.3.1. Teacher Training: A Brief State of Play
 - 9.3.2. Teacher Role in the 21st Century
 - 9.3.3. Teacher Skills in the Digital School
 - 9.3.4. Digital Teaching Competence Portfolio
- 9.4. The Inefficiency of the Lone Teacher
 - 9.4.1. The Education Project and the Curricular Project
 - 9.4.2. Work Group Culture
 - 9.4.3. Technology at the Service of Cooperative Work: Management, Training and Collaboration
- 9.5. TPACK: A Model for Today's Teachers
 - 9.5.1. The TPACK Model
 - 9.5.2. Knowing How to Use the TPACK Model
 - 9.5.3. Implementing the TPACK Model
- 9.6. Creative and Communicative Materials
 - 9.6.1. Digital Narration in the Classroom
 - 9.6.2. Digital Books in School
 - 9.6.3. Creating Open Educational Resources
 - 9.6.4. Visualizing Thoughts and Ideas
 - 9.6.5. Video Narration
 - 9.6.6. Video Games

- 9.7. Assessment in the Digital Era
 - 9.7.1. Toward Authentic Learning Assessment
 - 9.7.2. Technology in Assessment
 - 9.7.3. Assessment Tools with Educational Technology
 - 9.7.4. Electronic Rubric Assessment
- 9.8. Teacher Student Communication through Digital Platforms
 - 9.8.1. Introduction to Virtual Platforms in Education
 - 9.8.2. Pedagogic Dimensions in Virtual Classrooms
 - 9.8.3. Didactic Planning for Virtual Classrooms
 - 9.8.4. Platforms to Create Virtual Classrooms
- 9.9. Families and Schools: Breeding the Digital Gap
 - 9.9.1. The Role of the Family in the Digital School
 - 9.9.2. The Importance of Relationships and in the Educational Environment
 - 9.9.3. Family School Communication Platforms
- 9.10. Teaching Resources in the Age of Knowledge
 - 9.10.1. Teaching How to Think through the Curriculum
 - 9.10.2. Bloom's Taxonomy for the Digital Age
 - 9.10.3. The Integrated Didactic Unit as a Planning Tool
 - 9.10.4. Redesigning Exams as an Assessment Tool





Module 10. Case Studies

- 10.1. What's Up, Doc? The Need for Innovation
- 10.2. Let's Play Flipped Classroom: Innovation Approach and Objectives in the Classroom: Gamification with Flipped Classroom
- 10.3. How to Design Clio Wars and Not Die Trying: Tools. Part I, Designing Gamifications
 - 10.3.1. Narrative Videos
 - 10.3.2. Monitoring
 - 10.3.3. Rewards
- 10.4. How to Design Clio Wars and Not Die Trying: Tools. Part II, Designing Gamifications
- 10.5. Bricolage in Gamification. Maintenance, Assessment and Updating in Clio Wars
- 10.6. Playing with History. Part I. Creating Games to Learn in Class: Court of Miracles
- 10.7. Playing with History. Part II. Creating Games to Learn in Class. Arrow of Time and The War to End All Wars
- 10.8. Knock, Knock, Knocking on the Escape Room Door. Designing an Escape Room in Class and Implementing It into Gamification
- 10.9. Upside Down, Inside Out. Elaborating Video Lessons
- 10.10. Video Killed the Radio Star. Working with Video Lessons

“

You will acquire skills to manage work teams through game dynamics, fostering motivation and collaboration through shared challenges and digital tools”

04

Teaching Objectives

This Hybrid Master's Degree will develop skills to integrate gamification in educational and business environments, manage teams effectively and promote motivation and commitment of students. Likewise, digital tools will be used for the creation of interactive content and the optimization of the use of educational platforms. In this way, with a practical and applied approach, we will seek to prepare teachers to transform their classes, adapting to the challenges of the new educational paradigm and ensuring more dynamic and effective learning experiences.





“

You will design and manage multimedia content for platforms such as YouTube, podcast and EdPuzzle, through the best teaching materials, at the forefront of technology and academics”



General Objective

- Throughout the program, professionals will be able to design and create gamifications and games, both individually and commercially, selecting those suitable for Game-Based Learning (GBL). In addition, they will be prepared to apply gamification strategies in academic and business environments, managing teams through these dynamics. They will also be trained to lead the digital transition in their educational centers, identifying the fundamental elements of the new digital school. Finally, they will complete a portfolio of innovations, consolidating their ability to transform their pedagogical approach and foster interactive learning environments



You will create materials on educational platforms such as Moodle, Google Classroom and iTunes U, adapting your classes to the new digital paradigm, thanks to an extensive library of multimedia resources”





Specific Objectives

Module 1. Positioning the Board: Psychopedagogical Aspects

- ♦ Apply the knowledge acquired in terms of direct and indirect learning assessment, based on solid theory, with which to solve any problem that arises in the work environment, adapting to new challenges in the area of study
- ♦ Integrate the knowledge acquired on educational technology, as well as reflect on the implications of the professional practice, applying personal values to improve the quality of the service offered
- ♦ Develop self-learning skills that will allow for continuous training to deliver the best performance on the job

Module 2. Gamification Fundamentals. How to Gamify and Not Die Trying

- ♦ Differentiate the different dynamics related to gamification
- ♦ Recognize the different gamification mechanics
- ♦ Distinguish player type according to different authors
- ♦ Analyze the 3 key factors that demonstrate the purpose of a gamified process
- ♦ Discover the advantages of gamification in different environments
- ♦ Identify the differences between gamification and ludification

Module 3. Game Elements and Mechanics

- ♦ Explain the game evolution
- ♦ Describe the different types of games
- ♦ Use video games in the classroom
- ♦ Apply team building techniques
- ♦ Develop Team Building strategies in companies

Module 4. Gamification and Game-Based Learning (GBL)

- ♦ Assess applying GBL for the most common boards games
- ♦ Elaborate tables of competencies of these games
- ♦ Manage tasks in a gamified way
- ♦ Define strategies and tools for action monitoring
- ♦ Acquire strategies to foster team cohesion

Module 5. Gamification in the Company: HR, Marketing and Sales

- ♦ Develop motivational strategies through shared challenges
- ♦ Apply tools to encourage digital collaboration
- ♦ Define strategies to foster work group motivation
- ♦ Increase the functional analysis of a group
- ♦ Manage repetitive tasks in a different way

Module 6. Gamification in Companies II: Team Management

- ♦ Manage the work environment as effectively and functionally as possible
- ♦ Acquire strategies to generate quality gamifications
- ♦ Transform a control panel into a fully gamified scenario
- ♦ Work with web applications and apps to manage work development based on gamification
- ♦ Acquire strategies for the use of different gamification elements
- ♦ Elaborate individual tasks and their rubrics
- ♦ Elaborate collective tasks and their rubrics





Module 7. How to Organize a Digital School

- ♦ Create scripts/presentations based on flipped classroom videos
- ♦ Use Explain Everything to create video video lessons
- ♦ Use strategies that allow students to work both individually and collectively
- ♦ Develop gamification mechanics
- ♦ Develop a narrative video
- ♦ Create monitoring tools
- ♦ Design rewards

Module 8. New Times, New Students

- ♦ Create content on EdPuzzle
- ♦ Create tasks on EdPuzzle
- ♦ Use design tools to produce Print and Play games
- ♦ Create and manage a YouTube channel
- ♦ Create and manage a Podcast

Module 9. Teachers in the Digital School

- ♦ Gain knowledge about the different teacher-student communication through digital platforms
- ♦ Create innovative multimedia content for the classroom

Module 10. Case Studies

- ♦ Create materials on Moodle
- ♦ Create assignments on Moodle
- ♦ Create materials and assignments using Google Classroom
- ♦ Create materials and assignments using iTunes U

05

Internship

During this period, which will take place in prestigious institutions, graduates will work under the supervision of experts, interacting with real students and collaborating with multidisciplinary teams. As a result, throughout the internship, teachers will be able to design and implement gamification dynamics, apply innovative digital tools and evaluate the impact of these methodologies in the teaching-learning process. In addition, this practical approach will allow them to consolidate the acquired knowledge and develop essential skills to transform their classrooms into motivating learning spaces adapted to the challenges of the 21st century.



“

Through the implementation of gamified methodologies and the use of advanced digital resources, you will put into practice all the knowledge acquired throughout the program”

The Internship Program of this Gamification and Digital Resources program will take place during 3 weeks in a prestigious educational center, from Monday to Friday, with 8 hours of practical work per day, always under the supervision of an expert. Throughout this time, teachers will have the opportunity to interact with real students, collaborate with a team of highly qualified professionals, apply innovative pedagogical methodologies and develop cutting-edge technologies.

In addition, this fully hands-on training will focus on honing the key skills needed to create and enhance Gamification and other Digital Resources pedagogical resources, an area that requires in-depth specialization. Accordingly, the internship will be designed to provide advanced training in the performance of these functions, within a safe environment for students and with a high level of professional excellence.

The practical part will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the accompaniment and guidance of teachers and other fellow trainees that facilitate teamwork and multidisciplinary integration as transversal competencies for educational praxis (learning to be and learning to relate).

The procedures described below will be the basis of the practical part of the training, and its realization will be subject to the center's own availability and workload, being the proposed activities the following:





Module	Practical Activity
Design and Implementation of Gamified Strategies	Apply gamification methodologies in educational and business environments
	Design dynamics and game mechanics adapted to different audiences
	Develop games and interactive learning experiences
	Evaluate the impact of gamification on student performance and motivation
Use of Digital Resources in the Classroom	Create and manage virtual classrooms through educational platforms
	Use digital tools for multimedia content production
	Implement Flipped Classroom strategies with interactive resources
	Integrate video games and applications in the teaching-learning process
Team Management and Educational Leadership	Encourage collaboration through gamified dynamics
	Apply motivation strategies in work groups and educational teams
	Coordinate learning activities based on board games and video games
	Develop skills in the management of learning communities
Learning Assessment and Monitoring	Design gamified assessment tools to measure student progress
	Implement reward and feedback systems in educational environments
	Analyze learning data obtained through digital tools
	Apply customized tracking methodologies to improve academic performance
Innovation and Digital Transformation	Lead digitization projects in educational institutions
	Develop innovative proposals for game-based education
	Create content for online learning platforms and educational social networks
	Adapt gamified strategies to different levels and training contexts

Civil Liability Insurance

The university's main concern is to guarantee the safety of the interns, other collaborating professionals involved in the internship process at the center. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, the university commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the stay at the internship center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the Internship Program period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.



General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

1. TUTOR: During the Hybrid Master's Degree, students will be assigned two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned an academic tutor, whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements..

3. ABSENCE: If the student does not show up on the start date of the Hybrid Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Hybrid Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: the Hybrid Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

06

Internship Centers

These spaces will provide teachers with the opportunity to apply gamified strategies in real environments, collaborating with multidisciplinary teams and using advanced technologies to enhance teaching. In addition, the internships will be developed under the supervision of specialists in Digital Education, perfecting skills in the creation of interactive experiences and in the management of technological resources. As a result, thanks to this link with reference centers, they will obtain a high-level practical experience that will prepare them to lead the change in their own educational institutions.



“

The internship centers adhered to the Hybrid Master's Degree will be prestigious educational and business institutions that are committed to innovation and digital transformation in learning”

tech 36 | Internship Centers



The student will be able to complete the practical part of this Hybrid Master's Degree at the following centers:



Educational

Instituto Rambla Barcelona

Country	City
Spain	Barcelona

Address: Rambla de Catalunya,
16, 08007 Barcelona

Rambla Instituto offers a wide variety of high quality of high quality training programs in a variety in a variety of areas of study

Related internship programs:

- Digital Education, E-Learning and Social Media





Instituto Rambla Madrid

Country
Spain

City
Madrid

Address: C/ Gran Vía, 59, 10A, 28013 Madrid

Rambla Instituto offers a wide variety of high quality of high quality training programs in a variety in a variety of areas of study

Related internship programs:

- Digital Education, E-Learning and Social Media



Instituto Rambla Valencia

Country
Spain

City
Valencia

Address: Carrer de Jorge Juan, 17, 46004
València, Valencia

Rambla Instituto offers a wide variety of high quality of high quality training programs in a variety in a variety of areas of study

Related internship programs:

- Digital Education, E-Learning and Social Media

07

Career Opportunities

Professionals will be able to work as gamification experts in educational centers at different levels, coordinators of digital transformation projects, designers of interactive training experiences and creators of gamified educational content. They will also be able to work in training departments in companies, advising on the application of gamified methodologies for training and team management. They will also be able to develop their own digital teaching materials, collaborate in the design of educational video games and lead pedagogical innovation initiatives in the public or private sector.



“

This program will offer you a wide variety of career opportunities in education and business, allowing you to specialize in the design and implementation of innovative learning strategies”

Graduate Profile

Graduates will be highly qualified to integrate innovative methodologies in education and business, using gamification and digital technologies as key tools for teaching and learning management. They will also have the skills to design and apply gamified strategies adapted to different environments. In addition, they will have a solid command of digital platforms, multimedia content creation and innovative assessment tools.

Get ready to face the challenges of the new educational paradigm, promoting more dynamic, effective and personalized learning experiences.

- ♦ **Adaptation to New Technologies:** Integrate advanced digital tools, adapting quickly to innovative educational platforms and resources, and staying current in an ever-evolving educational environment
- ♦ **Team Management and Collaboration:** Manage work teams and foster collaboration through gamified dynamics, improving interaction and cohesion between students and professionals
- ♦ **Creativity in the Design of Educational Experiences:** Create interactive and personalized learning experiences, using gamification and digital resources to design activities and content that increase motivation
- ♦ **Evaluation and Pedagogical Innovation:** Evaluate learning in an innovative way, applying digital and gamified evaluation methods and tools, for a more accurate monitoring and continuous improvement in the educational process





After completing the program, you will be able to use your knowledge and skills in the following positions:

1. Teacher specialized in Gamification: Teacher who implements gamified methodologies in the classroom.

Responsibilities: Design and deliver interactive classes using digital resources and game dynamics to enhance student learning.

2. Coordinator of Educational Digital Transformation: Professional in charge of leading the digitalization of an educational center.

Responsibilities: Develop and implement technology integration strategies, train other teachers in the use of digital tools and coordinate educational innovation projects.

3. Designer of Interactive Learning Experiences: Expert who creates and develops educational activities based on gamification and digital resources.

Responsibilities: Design and create digital educational resources, such as games and interactive activities, that promote active and participatory learning.

4. Business Gamification Consultant: Specialist who advises companies in the implementation of gamification strategies.

Responsibilities: Analyze the training needs of the company, design training programs based on games and gamified dynamics, and evaluate the results.

5. Educational Community Manager: Professional in charge of managing digital educational communities.

Responsibilities: Create and manage content for online learning platforms, interact with students through social networks and generate an active learning community.

6. Multimedia Educational Content Developer: Expert in the creation of digital resources, videos and interactive materials for teaching.

Responsibilities: Create digital content such as videos, infographics, games and multimedia activities that facilitate learning in digital educational environments.

7. Game-Based Learning (GBL) Project Leader: Professional who leads game-based educational initiatives.

Responsibilities: Plan and execute educational projects focused on the use of games as a pedagogical tool, managing both resources and work teams.

8. Expert in Digital Educational Evaluation: Specialist in charge of developing and implementing evaluation systems in digital environments.

Responsibilities: Create and manage digital and gamified assessment tools, analyze learning outcomes and propose pedagogical improvements based on the information obtained.

9. Digital Corporate Training Specialist: Professional who deals with designing corporate training programs using gamification and digital resources.

Responsibilities: Develop training programs using digital platforms and gamification techniques to improve employee motivation and performance.

10. Educational Technology Consultant: Consultant who helps educational institutions integrate technologies into their curriculum.

Responsibilities: Assess the technological needs of the institution, recommend digital tools and design implementation plans to improve teaching-learning processes through technology.





“

You will be prepared to lead the digital transformation in educational centers, increasing your competitiveness and projection, both in the educational and business fields”

08

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



“

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“

TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”

The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

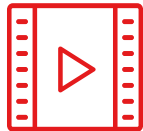
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.



As such, the best educational materials, thoroughly prepared, will be available in this program:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

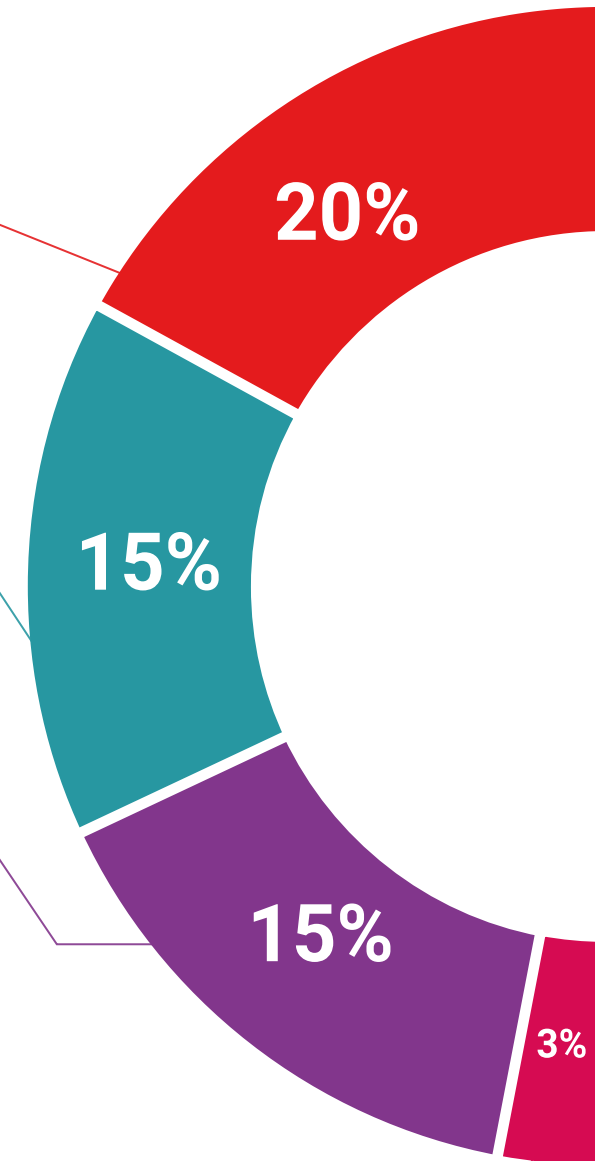
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

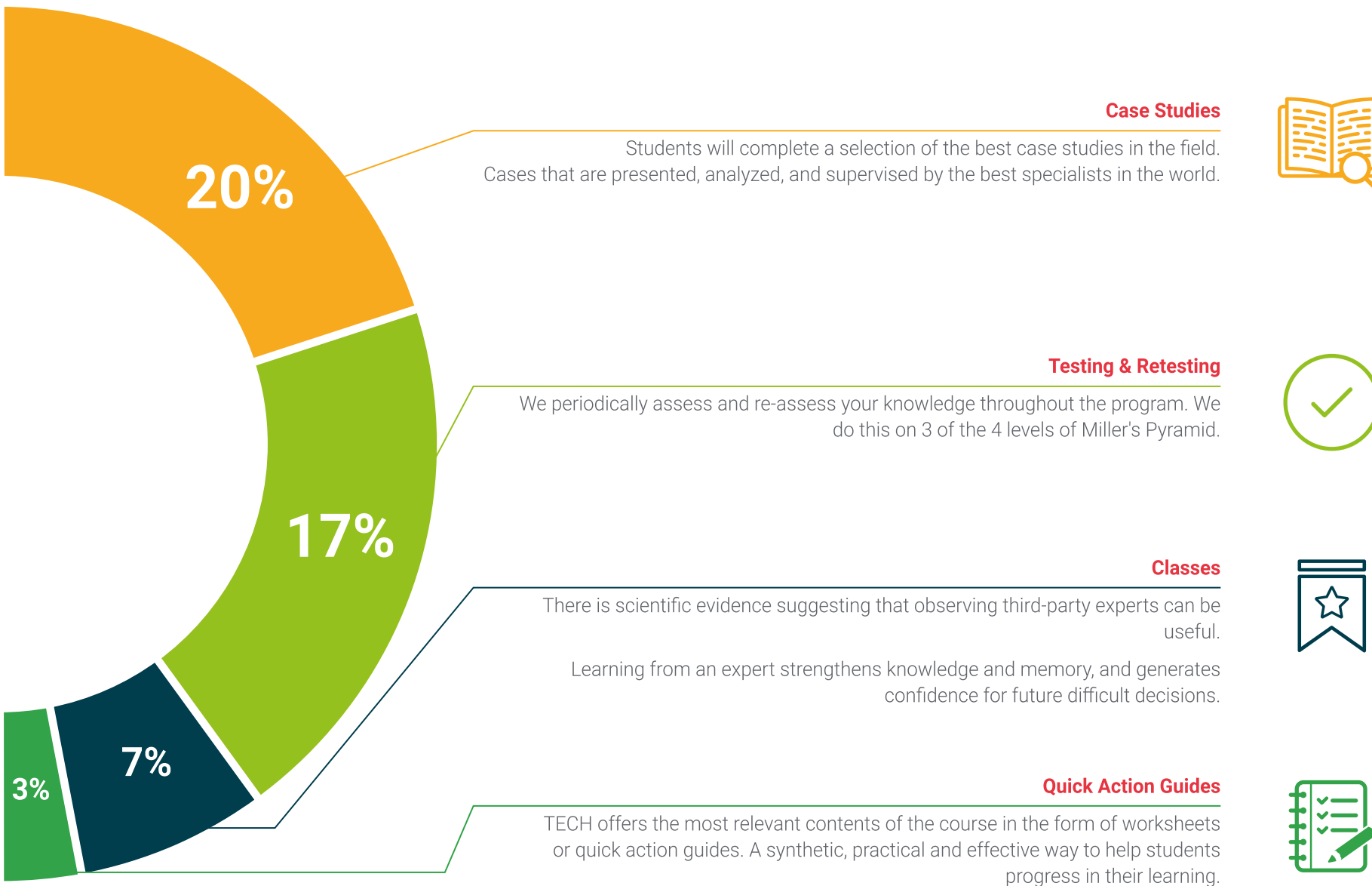
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





09

Teaching Staff

The teaching staff is composed of a team of experts in educational innovation, technology applied to learning and design of gamified experiences. Among them are pedagogues specialized in active methodologies, developers of digital resources and professionals with experience in the implementation of gamification in various educational and business environments. Therefore, thanks to its practical and multidisciplinary approach, graduates will receive cutting-edge training based on real cases, collaborative projects and the use of state-of-the-art digital tools.



“

The personalized support of TECH experts will allow you to acquire advanced skills to transform your classroom and lead the integration of new technologies in your educational center”

Management



Mr. Morilla Ordóñez, Javier

- ♦ Contemporary History and ICT Specialist Teacher
- ♦ Head of Studies at JABY School
- ♦ Apple Distinguished Educator
- ♦ Professor at the Complutense University and the University of Alcalá
- ♦ Degree in Philosophy, Letters and History from the University of Alcalá
- ♦ Specialist in Gamification, Flipped Classroom and Digital Transition
- ♦ Author of the History content in the Geniox Project for Oxford University Press



Mr. Albiol Martín, Antonio

- ♦ ICT Coordinator at JABY School
- ♦ Head of the Department of Spanish Language and Humanities
- ♦ Professor of Spanish Language and Literature
- ♦ Bachelor's Degree in Philosophy from the Complutense University of Madrid
- ♦ Master's Degree in Literary Studies. Complutense University of Madrid
- ♦ Master's Degree in Education and ICT, Specialty in E-Learning. Open University of Catalonia

Professors

Dr. De la Serna, Juan Moisés

- ♦ Independent Psychologist and expert writer in Neurosciences
- ♦ Writer specialized in Psychology and Neurosciences
- ♦ Author of the Open Chair of Psychology and Neurosciences
- ♦ Scientific Disseminator
- ♦ Doctorate in Psychology
- ♦ Bachelor's Degree in Psychology. University of Seville
- ♦ Master's Degree in Neurosciences and Behavioral Biology. Pablo de Olavide University, Seville
- ♦ Expert in Teaching Methodology. La Salle University
- ♦ University Specialist in Clinical Hypnosis, Hypnotherapy. National University of Distance Education - UNED
- ♦ Diploma in Social Graduate, Human Resources Management, Personnel Administration. University of Seville
- ♦ Expert in Project Management, Administration and Business Management. Federation of Services U.G.T
- ♦ Trainer of Trainers. Official College of Psychologists of Andalusia

Dr. Fuster García, Carlos

- ♦ Doctorate in Social Sciences Didactics
- ♦ Doctorate in Specific Didactics with Specialization in Social Sciences
- ♦ Teacher of Secondary and University Education in different institutions in Spain
- ♦ Internship tutor for the Teacher Training Degree
- ♦ Collaborator of the GEA-CLÍO research group
- ♦ Bachelor's Degree in History from the University of Valencia
- ♦ Master's Degree in Secondary Education Teaching
- ♦ Master's Degree in Specific Didactics Research
- ♦ Master's Degree in in Comics and Education

Mr. Herrero Gonzalez, Jesús

- ♦ Psychologist Diploma in Games and Gamification
- ♦ DEVIR Specialist
- ♦ Specialist in the chain of Hobby and Toy Stores Poly
- ♦ Psychology Graduate
- ♦ Master's Degree in Education
- ♦ Expert in Games and Gamification

Mr. Illán, Raúl

- ♦ Business Coaching
- ♦ Business Coach in Gesem Human Resources
- ♦ Speaker at several international congresses
- ♦ Degree in Business Administration, specialization in Financial Management by UCM
- ♦ Degree in Law
- ♦ Degree in Psychology

Ms. López Gómez, Virginia

- ♦ Expert Trainer in Active Methodologies and Digital Tools
- ♦ Creator of Serendipia Educativa, a research and education group
- ♦ Co-founder of the Equipo Talentos, specializing in Training on Teaching and Learning Activities with Digital Resources
- ♦ Teacher trainer for the Community of Madrid and the Junta de Andalucía in PBL courses
- ♦ Creation of DRRD Gamification or ICT
- ♦ Degree in Documentation from the Complutense University of Madrid
- ♦ Certificate in Pedagogical Aptitudes
- ♦ Postgraduate in Gamification in the Classroom: Learning Through Play, Outstanding
- ♦ Postgraduate Diploma in e-Learning by the Spanish Confederation of Education Centers
- ♦ Course in Multiple Intelligences and Cooperative Learning, Nebrija University
- ♦ Diploma in Library Science from the Complutense University of Madrid





Mr. Martín Centeno, Óscar

- ♦ Writer and Lecturer
- ♦ President of the Council of Directors of Early Childhood, Primary and Special Education in the Community of Madrid
- ♦ Director of the Santo Domingo Infant, Primary and High School Education Center in Algete. Madrid
- ♦ Director of documentaries, multimedia educational proposals and video art pieces for the Reina Sofía National Museum, the Thyssen-Bornemisza National Museum and Málaga City Council
- ♦ Trainer of teachers in the Community of Madrid in courses on ICT in the Classroom, Digital Resources and Encouraging Reading in the Digital Age
- ♦ Master's Degree in Leadership and Management of Educational Centers
- ♦ Bachelor's Degree in History and Science of Music
- ♦ Diploma in Music Teaching
- ♦ Florentino Pérez-Embid International Award from the Real Academia Sevillana de Buenas Letras for his first book *Espejos enfrentados (Confronted Mirrors)*
- ♦ Nicolás del Hierro Poetry Prize for his second book *Las Cántigas del Diablo (The Devil's Canticles)*
- ♦ International Paul Beckett Award for his third book *Sucio tango del alma (Dirty Tango of the Soul)* by the Valparaíso Foundation

10 Certificate

The Hybrid Master's Degree in Gamification and Digital Resources guarantees students, in addition to the most rigorous and up-to-date education, access to a Hybrid Master's Degree issued by TECH Global University.



“

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”

This private qualification will allow you to obtain a **Hybrid Professional Master's Degree diploma in Gamification and Digital Resources** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

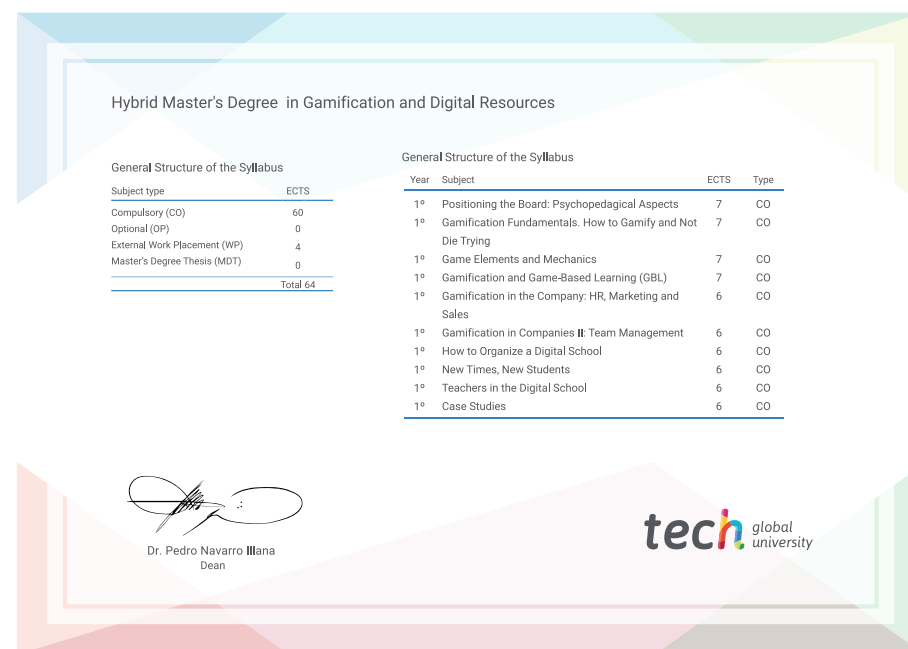
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Hybrid Master's Degree in Gamification and Digital Resources**

Modality: **Hybrid (Online + Internship)**

Duration: **12 months**

Credits: **60 + 4 ECTS**



future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present quality
development languages
virtual classroom



Hybrid Master's Degree

Gamification and Digital Resources

Modality: Hybrid (Online + Internship)

Duration: 12 months

Certificate: TECH Global University

Credits: 60 + 4 ECTS

Hybrid Master's Degree Gamification and Digital Resources

